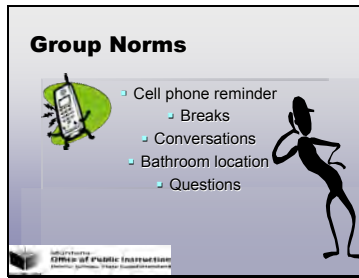


*Preparation: None*

Introduce yourself



*Preparation: Know where the bathrooms are and have your agenda available to refer to breaks and lunch schedule*

*Have a “parking lot” for participants to post their questions*

Say:

Please have your cell phones on manner mode.

We will be having time to discuss with partners and small groups; please keep discussions to these activities and refrain from sidebar conversations as this can be distracting for others.

*Explain how you’ll address questions.*

Say:

There may be times when you have a question. I would like you to write your question down on a sticky note and place it on the parking lot (show where it is located).

I will the read through these during a break and address them before resuming.

## Today's Purpose

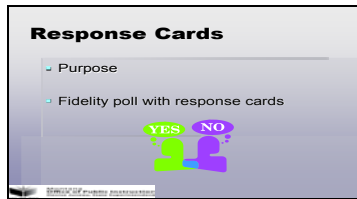
- Define Curriculum Fidelity,
- Review fidelity checklists,
- Compare and contrast what **is** fidelity and what it is **not**,
- Analyze sample programs to compose fidelity checklists, and
- Consider current status of curriculum fidelity



*Preparation: None*

Say:

Today's purposes are (read slide)



*Preparation: Make response cards for participants to use (2-sided cards with Yes-No, Agree-Disagree, or Thumbs up/Thumbs down or green/red cardstock)*

Say:

Today we will be using response cards as a way to solicit responses from each participant.

You each have (say the type of response cards) at your tables to use as response cards.

Many of you may already use these in your classroom, but let's talk quickly about how to use them.

I will ask a question or say a statement, if your response is "yes" or "agree" then you would show the green side, but if your response is "no" or "disagree" then you would show the red side when I signal you to respond.

I will drop my hand when I am ready for your responses (*demonstrate*)

So, let's try one. I love to eat fish tacos. (*Wait-then drop hand*)

Give feedback on wait time and responses

### Begin Fidelity Poll:

Say:

Let's begin a poll on fidelity.

1-Concerns with fidelity are only for administration (*Wait-signal*)

2-A definition of fidelity is the extent to which a curriculum or program is delivered in accordance with the intended and tested design. (*Wait-signal*)

3-Fidelity has only single dimensions which is curriculum implementation. (*Wait-signal*)

## Fidelity defined

- Fidelity is the extent to which a curriculum or program is delivered in accordance with the intended (and tested) design.



*Preparation: Have available in participants' materials or on the tables H.O. #1: MT Rtl Fidelity Resource*

Say:

When we discuss fidelity of implementation we are talking about providing delivery the way it was implemented in the research that provided evidence of effectiveness for that particular program.

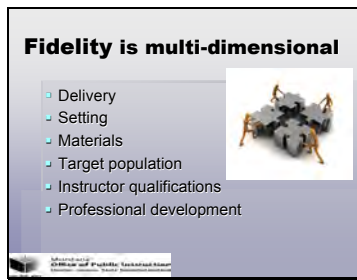
So, implementation can look different from program to program even if both compared programs are “reading” or “math” programs.

We ask the question: Was “it” implemented as planned?

In your handouts, please look at Handout #1: “Montana Rtl Fidelity Resource”

This is a great resource that defines fidelity and goes into fidelity within an Rtl framework. Please read just the first paragraph to yourself. Underline or highlight any parts that you’ll want to remember. Look up to show me your finished reading.





*Preparation: None*

Say:

Delivery needs to be explicit.

You can hear explicitness in language. For example, tell, explain, say, identify, discuss.

You can also hear implicitness such as: ask, who can tell me, and invite.

Dosage addresses questions like: how many lessons, how much time was allotted to the lessons, how frequently were the lessons taught?

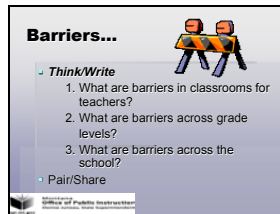
Setting refers to where/when is the program being taught--in a classroom or at an after-school program?

Teacher's guides, student books, workbooks are examples of materials

Target population refers to the question: What kinds of kids participated in the program when it was tested? Rural, urban, Native American...

How the people who implemented the program in the research were trained addresses professional development

As you can see fidelity is multidimensional.



*Preparation: At each table have some manipulative to use as “talking chips” –candy, poker chips  
Have chart paper/marker handy to write down barriers after each group has shared  
amongst themselves.*

**Say:**

I want to give you a few moments to **Think:** what are some barriers concerning fidelity?

Take a piece of paper or use a sticky note to write down barriers in classrooms for teachers, barriers across grade levels, and barriers across the school level on your own. *(Allow 3-4 minutes)* You may want to number your paper 1-3 or write “teacher” “grade” “school”. I will be asking you to share with another participant so be sure to participate!


Now, with your right shoulder partner, I want you to tell your partner at least 3 barriers concerning fidelity. **(Pair)** *Allow 2 min.*

In the middle of your tables there are (say what manipulative you are using for talking chips) I want you to each take 2 and these will be used to aid in discussions. Within your group you will each need to share barriers from any of the three questions on the slide. Each time you share, place your talking chip back in the middle of the table. This is a way to assure each person speaks. *(Allow 3-4 minutes)*


*Share with the group:*

**Say:** Okay, now that you’ve thought on your own, shared with a partner, shared with a small group, now let’s chart some of those barriers. *(If no volunteers, call on individuals)* Possible barriers are listed on the next slide.

## Fidelity...Why Not?



- No one is watching
- Teacher attitude: I **know** how to teach, what to teach;" it's okay for new teachers, but I'm a veteran teacher."
- No training or not enough
- Competing demands
- Poor match between program and target audience
- Lack of or non-allocation of personnel



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*Preparation: None*

Say:

I've spent a lot of time researching implementing with fidelity and happened across many blogs from teachers and these are some of the common reasons teachers were giving for not implementing with fidelity (Read slide)

Hold up your response card on the green side if some of these fit you or you know of someone they fit.

We have fidelity problems because bottom line, we are human. We all have competing demands like assemblies, field trips, competing programs, and differing teacher likes and dislikes.



## What are we trying to accomplish with fidelity?

- Narrow the achievement gap
- Improve outcomes for all
- Prevent instructional causalities
- To be able to determine that a student has received appropriate instruction in the general education classroom (placement)
- To know what to attribute success to so we can replicate that success

Adapted from Joe Witt



*Preparation: None*

Say:

Let's talk about some relevance regarding fidelity. (*Read slide*)

When we discuss replicating success consider that when we make changes to our curriculum it becomes unclear what the effects on the students will be.

## **If we don't have fidelity...**

- How do we know what made our instruction effective?
- How would we know if it was the procedure that failed or if it was the failure to implement?



*Preparation: None*

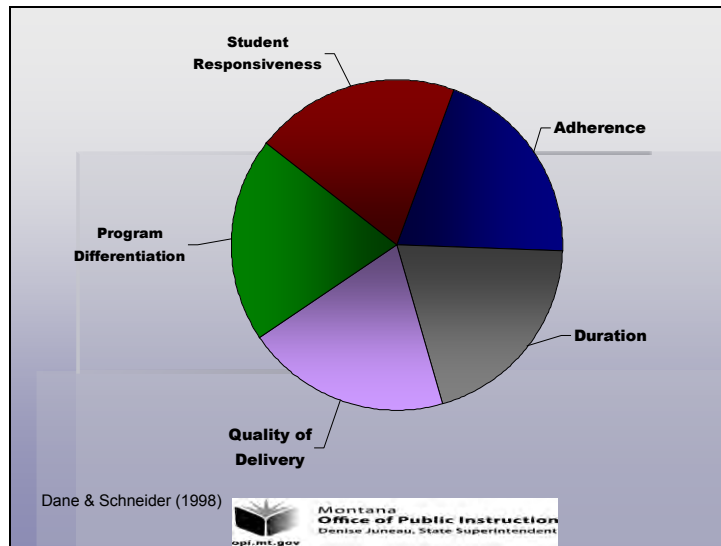
Say:

Even the best program will fail to have the intended impact if its essential elements are not implemented properly.

The degree of implementation is critical to draw valid conclusions on program outcomes. (*Scheirer & Rezmovic 1983*)



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*Preparation: None*

Say:

Dane & Schneider bring consensus on some aspects for measuring fidelity of implementation (FOI).

These researchers present five aspects of FOI that have been measured across studies:

- 1-Adherence
- 2-Exposure or duration
- 3-Quality of program delivery
- 4-Program differentiation
- 5-Student responsiveness

## Adherence

- Sticking to the plan
- Are we drifting from core elements?



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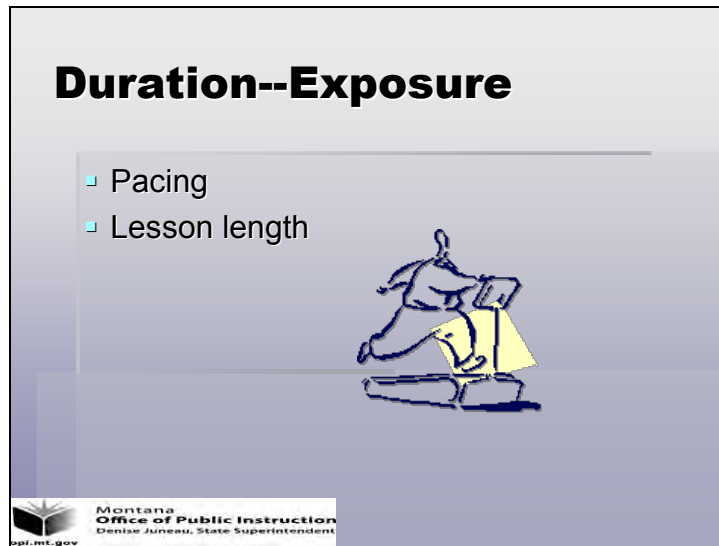
*Preparation: None*

Say:

Often it can happen that we become familiar with components and processes that we start making subtle and unintentional changes over time.

These changes can add up significantly so that we may not be accurately or consistently implementing it.

Those changes, even if successful, would not be easily replicated year to year, instructor to instructor.



*Preparation: Have available H.O. #2 the NRTAC Study: “The Value of Instructional Time and Pacing Schedules for K-3 Reading” pages 9, 10, 12, 15, and 16 either in participants’ materials or tables. It’s a good idea to have the whole document available to show or let participants review.*

Say:

How often was the program taught during the testing--daily, 3 times per week, 4 times per week?

How many minutes was the program implemented for each lesson? 30 minutes, 45 minutes, 60 or 90 minutes?

Common sense tells us that we will get a variety of outcomes depending on the duration of implementation.

I think about sports to illustrate this. Usually those athletes that train for their season throughout the year have far different season results than those who train only during the season.

Given that instruction is effective, more time does equal improved results.

Let’s look at Handout #2 describing pacing. These pages come from the NRTAC Study, “The Value of Instructional Time and Pacing Schedules for K-3 Reading.” We are using pages 9, 10, 12, 15, and 16 of this publication for today.

As you can see each page has a number next to the text. I would like to have you in groups of four do a jigsaw of this resource. Each member will number off 1-4 and then read the correlating numbered section. Then, each member will report out to your small group a summary of what was read. If groups are more or less than 4 let's move to make groups of 4.


So, let's begin by numbering off and then reading our section. *(Allow 2-3 minutes)*

In your group's now please share your summary beginning with number 1's. *(Allow 3-4 minutes)*



## Quality of Delivery

- Explicit vs. Implicit
- Scaffolding during instruction
- Corrective Feedback
- Consistent, clear instruction
- Groups and transitions effectively managed



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*Preparation: Have H.O. #3: “Checklist for Effective Instruction” either in participants’ materials or on their tables.*

Say:

Delivering the program exactly as it is intended show a high degree of fidelity.

Implementing programs with a high degree of fidelity allows you to demonstrate accountability and predict the effectiveness of the program.

In your handouts, please look at Handout #3 titled “Checklist for Effective Instruction”

Take a moment to review this document. *(Allow 1-2 minutes)*

With your left shoulder partner discuss this resource. What do you notice, how could this be used?

## Program Differentiation

- How well do you avoid inserting pieces from other programs?



*Preparation: None*

Say:

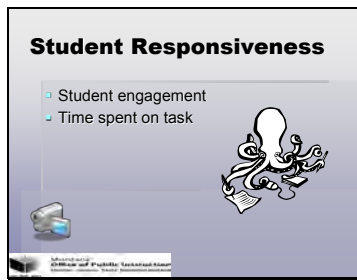
Often when we get use to teaching a set program we start using pieces from that program into other programs which is like contamination. Each program has its own set of features unique to itself.

Once you start adding, deleting or changing components you are moving further away from a high degree of fidelity. Habits begin to set in and then become part of the usual instruction.

Ask:

How can we be sure to avoid inserting pieces from other programs? (*Allow 1 min.*)





*Preparation: Have ready video clips of Anita Archer presenting on engagement (downloadable from [http://opi.mt.gov/Streamer/Instructional\\_Innovations](http://opi.mt.gov/Streamer/Instructional_Innovations)*

*Video clips “Delivery of Instruction Introduction,” “Delivery of Instruction-Procedures for Maintaining Attention” Have ready either in participants’ materials or on their tables the handout #4: “Anita Archer Video Response Sheet”*

Say:

Program design has some to do with this piece, but teacher’s expectations, teacher’s excitement, and ability to draw in the learner are critical. If you don’t have students responding you are simply going through the motions and frequently we can hear this in the statement, “well, I taught them how to...”

We need to be able to plan for engagement and be able to check for engagement throughout each lesson.

Let’s take a look at some video that was taken at a Montana Reading Institute of Anita Archer. The first one we are going to look at is *Delivery of Instruction-Introduction (5 min.)*

As we view this video I want each of you to complete a response sheet. In your handouts you have a sheet called “Anita Archer Video Response Sheet”.

This sheet has an area for both of the videos that we will be watching. In the first video I want you to listen for and write down the 5 aspects of instruction as well as the 6 aspects of delivery of instruction as you watch Dr. Archer.

The next one we will view is *“Delivery of Instruction-Procedures for Maintaining Attention” (9 min.)*

As we view this video I want each of you to complete the bottom of the response sheet. You will see that I provided you with a cloze activity. I gave you part of the answer and you need to listen for and fill in the remaining part of the answer while you view this video.

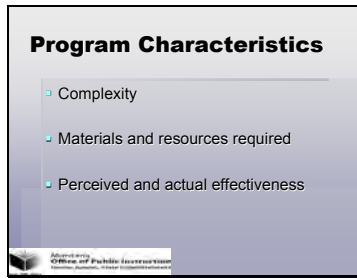
At the end of the video Dr. Archer was asking participants to write down ways they maintained student attention. Take just a minute to do this. You may want to write on the back of this response sheet. *(Allow 1 min.)*

Ask:

What are ways you maintain student attention? *(Allow 1-2 min.)*

As a side note: you can locate these and many other media on the Instructional Innovations Unit website. Simply go to the OPI homepage and click on Programs, pull down to Instructional Innovations and begin your search for professional development.





*Preparation: None*

Say:

As we focus on fidelity we can look at program characteristics. What about programs makes it more likely or less likely to have a high level of fidelity of implementation?

The more complex the program the lower the fidelity because of the level of difficulty.

Those programs that are less complex is more accessible. That is to say, programs that are more accessible are implemented with higher fidelity.

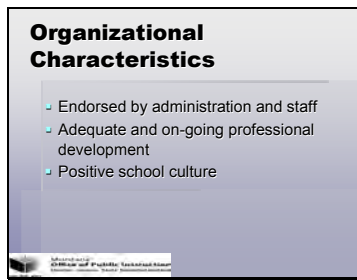
Less complex programs can also require less professional development.

Another program characteristic deals with the program's materials and resources. If new or substantial resources are required they need to be readily accessible.

If materials are not easily accessible fidelity usually decreases.

The last program characteristic we'll discuss is perceived and actual effectiveness.

Even with a solid research base, if teachers believe the approach will not be effective, or if it is inconsistent with their teaching style, they will not implement it well.



*Preparation: Have available handout #5: the NRTAC Study: “Practices of Successful High-Implementing Reading First Schools” page 11 and 20 either in participants’ materials or on their tables. It’s a good idea to have the whole document available to show or let participants review.*

Say:

Endorsement by administration and staff along with adequate and on-going professional development are organizational characteristics that both research and common sense tell us there is a better likelihood of full implementation.

**Think**, how might a positive school climate affect fidelity? Write your ideas down on a sticky note (Allow 1 min.)

**Pair**, with your right shoulder partner, tell your partner why a positive school culture would impact program fidelity (Allow 1-2 min.)

Now, let’s **share** your ideas. (Call on individuals for their ideas or what their partner shared) (2 min.)

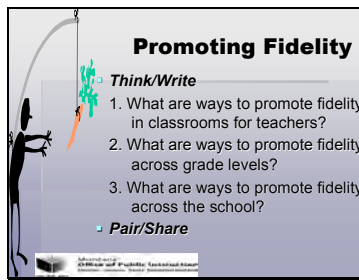
Say:

Faculty morale, past history with programs, and administrative buy-in have a significant effects.

Let’s look at Handout #5: “Practices of Successful High-Implementing Reading First schools NRTAC Study 2010” I brought to you only two pages of this resource. We will look at the second page which has Page 20 at the bottom right hand corner.

Table 8 shows us the most influential implementation factors for high implementer. Take just a minute to review both Table 8 and the bullets below the table. (Allow 1-2 min.)

Page 11 is for your reference as it describes full implementation and is a great one page resource.



*Preparation: At each table have some manipulative to use as “talking chips” –candy, poker chips  
Have chart paper/marker handy to write down ways to promote fidelity after each group has shared amongst themselves.*

Say:

I want to give you a few moments to **Think**, what are some ways to promote or encourage fidelity?

Take a piece of paper or use a sticky note to write down ways to promote fidelity in classrooms for teachers, ways to promote fidelity across grade levels, and ways to promote fidelity across the school level on your own. *(Allow 3-4 minutes)*

You may want to number you paper 1-3 or write “teacher” “grade” “school”. I will be asking you to share with another participant so be sure to participate!

Now, with your right shoulder partner, I want you to tell your partner at least 3 ways to encourage fidelity. **(Pair)** *(Allow 2 min.)*

In the middle of your tables there are (say what manipulative your using for talking chips) I want you to each take 2 and these will be used to aid in discussions. Within your group you will each need to share ways to encourage fidelity from any of the three questions on the slide. Each time you share place your talking chip back in the middle of the table. This is a way to assure each person speaks. *(Allow 3-4 minutes)*

Share with the group:

Say:

Okay, now that you've thought on your own, shared with a partner, shared with a small group, now let's chart some of those ways to promote fidelity. (If no volunteers, call on individuals)

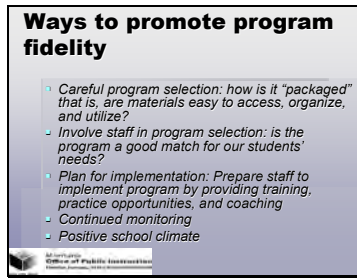
*Some ways to promote fidelity could include:*

*Careful program selection: how is it "packaged" that is, are materials easy to access, organize, and utilize?*

*Involve staff in program selection: is the program a good match for our students?*

*Plan for implementation: Prepare staff to implement program by providing training, practice opportunities, and coaching*

*Continued monitoring*



*Preparation: None*

Say:

(Read Slide)

Say:

Why would continued monitoring be important? (*Allow 1 min.*)

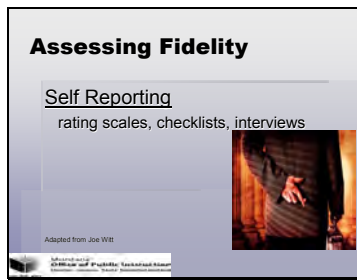
Two reasons to continue monitoring implementation:

- 1). It's critical to ensure that the program continues to be implemented as designed and
- 2). It's important to assess the program's impact on student learning.

Through monitoring, findings can be made as to which components are being fully implemented, those which may need coaching or other professional development, and which components are just lip service--components not being implemented with fidelity at all.

The program can then be assessed whether it is the program or the implementation of the program that is the problem if the expected positive impact has not occurred.

We need to de-personalize fidelity so that we can clearly evaluate progress.



*Preparation: Have response cards available for participants*

Say:

Self reporting is one of the most common methods for assessing fidelity.

So, let's get your responses. Get your response cards ready, but remember to listen first to the statement and wait for my signal before you show your response.

Get ready (*hold hand up*): Self Reporting is a way to assess fidelity that is non-biased. (Wait-then drop hand) Give feedback on wait time and responses.

Ask:

Why might instructors inflate or misrepresent fidelity implementation? (Solicit responses)

*No one is watching/monitoring implementation*

*Instructors may have made changes (additions, deletions, or adaptations)  
to implementation procedures*

*Instructors desire to avoid documenting anything negative about their own performance*

*Instructors may not fully understand full implementation so that reporting is skewed  
unintentionally; it's difficult to report accurately when they lack fidelity.*



Ask:

How might self reporting be an effective method for assessing fidelity? (Solicit responses)

*Make it known that the self-assessments will not have impact on their job performance ratings*

*Suggest that program instructors include time to complete the self-reports*

*on the same day they deliver the program instead of relying on memory of implementation*

*Complete self-reports often to get a more reliable picture of implementation- a picture over time*

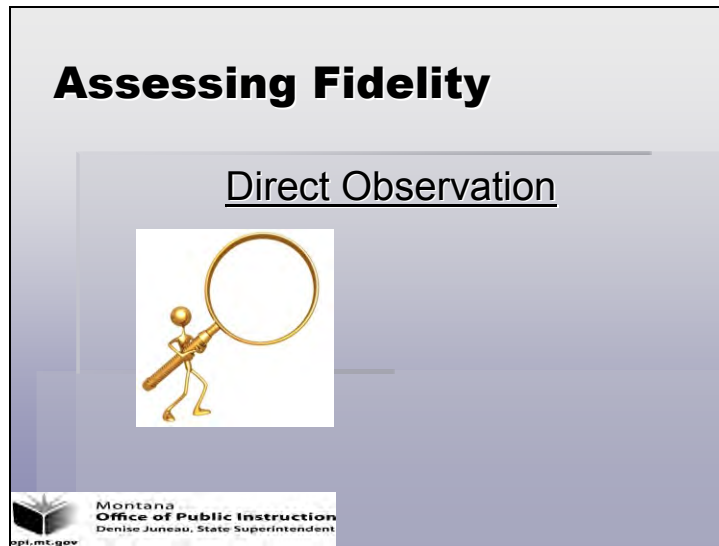
Say:

Here's an example of self-reporting: In a study by Wickstrom 33 teachers agreed to do a program and were then observed in class. 0/33 teachers had fidelity above 10%. However, 33/33 on a self report indicated that they had used the program as designed.

This is not to say that self-reporting does not have a place in assessing fidelity. Self reports can also deepen understanding what it means to have full implementation.

Through reading the self report, instructors can see what is highlighted as critical components. Self reports do not ensure implementation with fidelity.





*Preparation: None*

Say:

Another method used to assess fidelity is by direct observation.

Direct observations are considered the most reliable method for assessing implementation fidelity.

A critical point includes that the observer must be trained in the program!

Who then should do direct observations?

Administration, instructional coaches, outside observers, and peer instructors


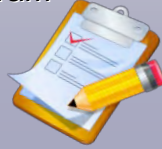
Video recordings can also serve as direct observations. You can view it privately or in partnerships or small groups to reflect on implementation practices and create next steps for improving implementation.

# Assessing Fidelity

## Program Fidelity Checklists

Many programs include checklists for implementation.

This is becoming a common program component.



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*Preparation: Have handouts #6-9: samples of checklists available in participant's handout section of materials)*

Say:

Program fidelity checklists are yet another way we can assess fidelity. Many programs already include checklist for implementation.

Turn to your handout section and let's look at several checklists that I've included. They are handouts #6-9. These are just a sampling.

Take a few minutes to review these samples looking for how each one addresses adherence, duration, quality of delivery, program differentiation, and student responsiveness. You can mark on these samples or take notes on sticky notes.

Later, we will be looking at sample programs to create checklists like these so be sure to review these samples carefully. (Allow 10 minutes)

Discuss at your tables what you noticed from the samples provided. Remark on features you'd want included in the checklist you'll be creating.

## Developing a Fidelity Checklist

### ■ Steps

- 1- Develop a list of each procedure component
- 2- Record whether each component occurred
- 3- Compute level of integrity by session and component



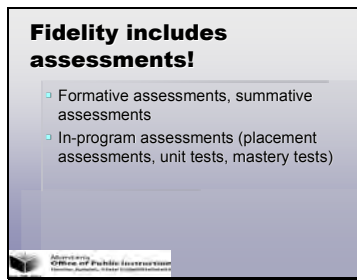
*Preparation: None*

Say:

(Read Slide)

You can also calculate weekly or monthly integrity checklists.

As stated before, many programs already have available fidelity checklist so be sure to look for this before you design your own.



*Preparation: Show examples of assessment guides*

Say:

When we talk about program fidelity or curriculum fidelity we must include assessment. Assessments are an integral part of implementing with fidelity.

These too need to be part of any program professional development so that assessors know how to administer a particular assessment knowing that just as programs differ so too do assessments.

Assessments are critical core components to any program.

You cannot assess a program's effectiveness without fidelity of assessments.

Assessment guides give administration and scoring directions (*show a copy of an assessment guide*)

In a few slides you'll see that it isn't recommended that each and every assessment is administered. Many programs will include too many assessments like many include too many worksheet options for example.


At a school level and grade level you will need to critically review the assessments included and make decisions on the "must do" assessments. During these discussions it is imperative that assumptions not be made that individuals know how to administer the assessments.

Examples of "must do" include placement assessments, unit assessments, mastery tests, and summative assessments.

Negotiable assessments might include assessments like lesson assessments.

## Curriculum Implementation

- Programs
- Scheduling
- Schoolwide –Intervention Plan
- Personnel
- Professional Development
- Contents: Reading, Math, Behavior
- Funding



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*Preparation: None*

Say:

Curriculum Implementation is multidimensional and includes: programs, scheduling, school wide-intervention plan, personnel, professional development, content areas, and funding.

Fidelity is a complex concept that requires as much planning as it does implementing, and monitoring.

## **Program Fidelity IS...**

- Utilizing program routines to scaffold instruction
- Keeping the program's instructional order
- All teachers meeting the instructional objectives for each lesson using the same materials to equalize student learning opportunities
- Using program materials
- Adhering to recommended pacing



*Preparation: None*

Say:

Read Slide

## Program Fidelity is NOT...

- Doing everything on every page of the teacher's edition
- Administering every assessment
- Asking student to complete all possible practice pages
- All teachers having identical styles
- Everyone on the same page at the exact same time



*Preparation: None*

(Read the slide)

Say:

I'm going to give you a few moments to absorb this and the previous slides and to share at each table questions, concerns, and wonderings. (Allow 5-8 minutes)

Ask:

What are your reactions to these two slides in particular? (*Allow 3-4 min.*)



## What works for improving fidelity

- Two major categories of variables for improving fidelity have been studied:
  - Antecedent strategies
  - Consequences

Adapted from Joe Witt



*Preparation: None*

(Read Slide)

Say:

Antecedent strategies include training, prompting, gaining a commitment before implementation even starts

Consequences include monitoring and feedback

Ask:

Which do you predict has the most affect on fidelity? (*Allow 1 min.*)

## Research Outcomes

- Antecedent strategies
  - Training, necessary, but not sufficient
- Consequence Strategies
  - Performance feedback—Very effective
  - Graphing performance---Very effective
  - Not always popular with the giver or receiver

Adapted from Joe Witt



*Preparation: None*

(Read slide)

Say:

To be able to monitor and provide feedback a specific plan is needed.

# Protocols

- Standard protocols offer step by step guidance for each step of implementation

There should be protocols for assessments, programs, data analysis, pacing, and scheduling.

- Protocols create a structure
  - People know what they are suppose to do
  - Depersonalizes the issue of fidelity
  - Monitoring is built into the process
  - Puts involved people on the same page

Adapted from Joe Witt

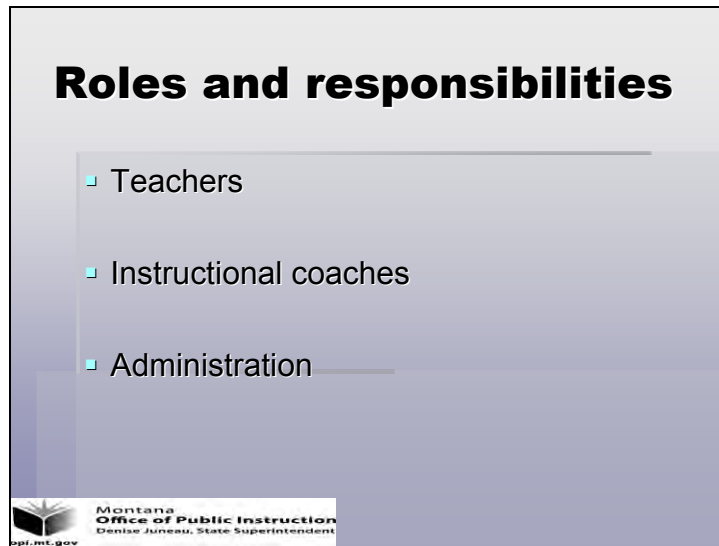


*Preparation: None*

Read slide

Say:

I stated earlier that we need to depersonalize the issue of fidelity. Protocols are a way to help achieve that idea that the system is just how our school operates.



*Preparation: Have handout #10: “Fidelity of Implementation-Section 4” available in participants’ materials or on their tables. At each table have some manipulative to use as “talking chips” –candy, poker chips*

Say:

Let’s discuss roles and responsibilities in terms of fidelity.

Take out the handout “Fidelity of Implementation from the National Research Center on Learning Disabilities.” This is not the full document only section 4 which focus is fidelity.

Look at page 4.7. I want each of you to spend a minute reviewing this table on your own. (*Allow 2 min.*)

We are going to be using the talking chips to aid in our discussion. Please take 3 talking chips (candy, poker chips)

*Go onto the next slide*

## Roles and responsibilities

- How are your current roles and responsibilities similar to those within the table on page 4.7?
- How are your current roles and responsibilities different?

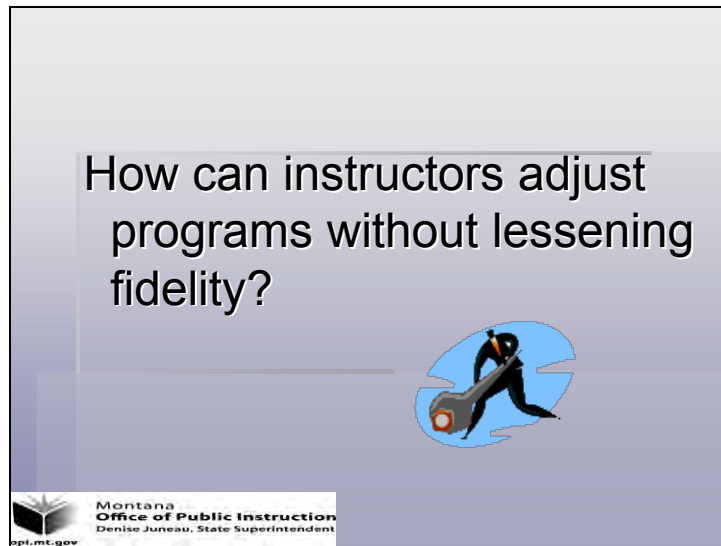


*Preparation: At each table have some manipulative to use as “talking chips” –candy, poker chips*

Say:

Now, as a small group at your tables, discuss your role in your school and current roles in fidelity implementation.

Address these questions: how are your current roles and responsibilities similar to those within the table; how are they different? *(Allow 10 min.)*



*Preparation: Have available handout #11: “Instructional Adjustments” in participants’ materials or on their tables.*

Ask:

How can instructors enhance programs without lessening fidelity?

Let's look at Handout #11: *Instructional Adjustments* (next slide)

Instructional Adjustments					
Alterable Components	Specific Adjustments				
<i>Opportunities to Learn (Time/Concentration of Instruction)</i>	Increase attendance	Provide instruction daily	Increase opportunity to respond	Vary schedule of easy/hard tasks/skills	Add another instructional period (double dose)
<i>Program Efficacy</i>	Preteach components of core program	Use extensions of the core program	Supplement core with appropriate materials	Replace current core program	Implement specially designed programs
<i>Program Implementation</i>	Model lesson delivery	Monitor implementation frequency	Provide coaching and ongoing support	Provide additional staff development	Vary program/lesson schedule
<i>Grouping for Instruction</i>	Check group placement	Reduce group size	Increase teacher-led instruction	Provide individual instructions	Change instructor
<i>Coordination of Instruction</i>	Clarify instructional priorities	Establish concurrent reading periods	Provide complementary reading instruction across periods	Establish communication across instructors	Meet frequently to examine progress

*Preparation: None*

Say:

As we look at the left column of this handout you can see alterable component and across the top you can see specific adjustments.

Take a few minutes to review this resource.

Place a mark of some sort (a star or a check mark) next to those adjustments you currently are using in your classroom or have used.

Place a different kind of mark or highlight the adjustment that you'd like to remember to use when you return to your school. (*Allow 3-4 min.*)

“No program-no matter how sound  
it is-can have impact if its \_\_\_\_\_  
essential elements are not used”

(Yap, Aldersebase, Railsback, Shaughnessy, & Speth 2000)

“Only when effective practices are fully  
implemented should we expect  
positive outcomes.

Implementation matters”

(Blasé & Fixsen, 2005)



*Preparation: None*

Say:

Read slide

## Acknowledgments and Resources

- Montana RtI
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- [www.centeroninstruction.org](http://www.centeroninstruction.org)
- [www.rti4success.org](http://www.rti4success.org)